

Year 7 Catch-Up Funding Review 2019/2020

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 students who did not achieve at least the average in reading and/or mathematics at the end of key stage 2 (KS2).

The schools' catch-up premium allocation for the academic year was £13,557

We have 29 students in total that qualify for Catch-up premium this academic year.

Subject	Number of students entitled to the catch up premium
Reading	18 (20% of cohort)
Mathematics	11 (12% of cohort)

Out of these 29 students, 2 students are EAL and 12 students have identified SEND.

Overview of catch-up premium spending 2019/2020

Rationale:

To accelerate the progress of students who started secondary school with lower literacy and numeracy skills; to reduce the gap in achievement of students in year 7; and to narrow the in-school variation of students' achievement.

We had two different pathways of students who fall under the Catch Up umbrella. The first pathway was via our Progress Group (see Appendix for further information) that provided a more nurture type environment that had a ratio of 2-15 students for our year 7 students and which provided a learning environment based more on a primary style method of delivery. Students that were part of this group were identified through KS2 data as having below average ability in literacy which means that they cannot access the year 7 curriculum at point of entry to the school.

The second pathway of support was delivered through High Quality Teaching through the Maths and English Faculty supported by Accelerated Reading which was delivered through a weekly lesson in the library along with the newly introduced trust Mathematics teaching curriculum. We also up-skilled and trained staff to introduce Sound Training for those students who were not on the Progress Group pathway but who had a below average reading age.

Summary of spending and actions taken:

Action		Spending
Literacy and numeracy initiatives	Years 7 and Year 8 Progress Groups (see below) 1-1 Literacy and numeracy support for targeted students Literacy / Reading Promotion Strategies: <ul style="list-style-type: none">Accelerated Reader ProgrammeBook Buzz (all students received a free book) Library lesson for every student once a week Library activities: Fresh Start literacy programme.	

	Numicon numeracy programme.	
	Quality assurance of in-class provision. Staff training for Lexicon Sound Training – 2 Colleagues	£4820 £5250
Wellbeing	TA support Parents support meetings/communication Pastoral Meetings and intervention plans Workshops and 1-1 support via DSL team EP Hours for assessment of need (1 Student)	£3112 £375

Progress Group:

Fresh-start programme: Prior knowledge of phonics is assessed and then phonics are taught following the Fresh Start programme, in which staff have received training. Phonic knowledge is assessed again at the end of each term in order to measure.

The impact of Fresh Start is improved phonics knowledge which in turn enables students to read better, improves comprehension and also impacts on their confidence as developing readers. As well as qualitative data, staff report improved leaning behaviours e.g. students become less wary of making mistakes, more willing to read aloud and more likely to attempt unfamiliar words. Fresh Start also impacts on spelling as improved phonic knowledge gives them more spelling choices – and again improves confidence in their ability to spell or attempt unfamiliar words.

Accelerated Reader programme: Data is gathered by initial online tests and students read regularly, taking quizzes and termly assessments to assess progress. This took place until lockdown, as students did not have access to AR testing offsite (the programme is not allowed to be used for home testing. Students in the Progress Group did not have MFL lessons and receive additional literacy lessons including reading aloud to staff, who keep a reading record to enable them to spot common errors or difficulties with comprehension. The additional lessons also allow staff to read a novel aloud which supports speaking and listening tasks, comprehension, inference etc.

The progress group staff also use a number of short term interventions such as *toe by toe*, *alpha to omega* and *word shark*.

Students follow the normal English curriculum, but this is differentiated to allow for extra time to embed key skills. For example students may work on one milestone per half term instead of two to allow for Fresh Start to run alongside English core curriculum.

For Maths, again students follow the Year 7 curriculum but spend extra time embedding the key skills and return to them routinely throughout the year. The additional needs of students mean topics often have to be revisited, using the extra lessons available.

For numeracy improvement we have incorporated the Numicon scheme which is designed to tackle fundamental gaps in mathematical knowledge. We have schemes at Year 3, 4, 5 and 6 levels, and use Numicon lessons alongside core lessons which provides a variety of strategies including practical experiments and equipment to aid the visualisation of mathematical problems.

Staff also used MyMaths and Sam Learning to enable students to access learning in additional ways during lessons. The impact of these lessons has improved number knowledge and confidence in using the four operations as well as literacy based questions being more accessible due to improved reading ability.

Staff Training

Two members of staff took part in the Lexicon Sound Training in July 2019 which enabled the staff to run a 6 week intervention program using this package to support those pupils who are not part of the Progress Group and are in all main school lessons. The training took place over two days which was very intensive.

We set up two groups which commenced in September 2019. Pupils were tested before they started the program to ensure we can measure the impact.

Year 7 Data 2019-2020

Reading data upon Entry - GL assessment data Sept 2019

Number of students entitled to the catch-up premium	Pupils working at average ability (Standardised score of 90 -115)	Pupils working at low average ability (Standardised score of 85-89)	Pupils working at below average ability (Standardised score of < 84)
18	11%	22%	67%

Maths Data upon Entry - GL assessment data Sept 2019

Number of students entitled to the catch-up premium	Pupils working at average ability (Standardised score of 90 -115)	Pupils working at low average ability (Standardised score of 85-90)	Pupils working at below average ability (Standardised score of < 84)
11	0%	18%	64%

Impact of Interventions: Data

Progress Group Reading Data

	ReadSep19	ReadSEP	ReadJAN	ReadJUN	FreshStartSEP	FreshStartAPR
Pupil 1	8/9	7.02	7.09	7.08	110	133
Pupil 2	7/8	8.03	9.02	10.03	200	abs
Pupil 3	7/9			8.09	198	263
Pupil 4	11/11	7.02	9	8(incomplete	167	292
Pupil 5	9/0			8.05		116
Pupil 6	11/0	8.03	8.07	8.08	83	125

Pupil 7	8/0	7.08	7.09	8.09	121	262
Pupil 8	7/5	7.03	8.03	7.02	124	259
Pupil 9	8/0	7.03	6.08	7.05	207	244
Pupil 10	8/5			7.09		293
Pupil 11	11/6	7.11	8.11	8.08	79	239
Pupil 12	8/8	8.01	7.07	7.09	51	233
Pupil 13	9/0					
Pupil 14	8/3					

From the table above it is clear that to see that pupils have made progress with their phonics as the Fresh Start Data shows an increase in the scores. Also most pupils have made progress with their reading age following the Accelerated Reading Program and Fresh Start interventions.

Whole Catch-up Cohort Reading Data Results

Accelerated Reader: We no longer have access to the AR data, and therefore couldn't compare June to September due to lockdown.

Year	Number of students entitled to the catch-up premium	% of students working at expected age related expectations in reading	% of eligible students working towards age related expectations in reading
2019/20	18	28%	67%
2018-19	20	21%	70%
2017-18	37	16%	81%
2016-17	23	9%	87%

Maths Data

Year	Number of students entitled to the catch-up premium	% of students working at expected age related expectations by the end of year 7 in mathematics	% of eligible students working towards age related expectations by end of year 7 in mathematics
2019-20	11	9%	82%
2018-19	19	4%	70%
2017-18	38	32%	63%
2016-17	16	13%	38%

Actions for 2020-2021:

- Continue to evaluate effectiveness of the impact of the interventions for which we use catch-up funding with reference to national and trust-wide data.
- Termly evaluate provision for students who qualify for the catch-up premium but are not in the progress group.
- Continue to use Provision Mapping software to accurately track interventions for these students and take further interventions where necessary.

For students in Year 7:

- Continue with the Maths and English progress group
- Use Lexicon Sound Training to carry out a 6 week intervention for those pupils who are not in the Progress Group
- Continue to use the Fresh Start and Accelerated Reader programmes and tracking of student achievement
- Data Analysis half termly

For students in Year 8:

- Continue to use the Fresh Start and Accelerated Reader programmes and tracking of student achievement
- Data Analysis half termly
- Revisit the basic four operations in maths and support the diverse complex needs of the group.